

# NATIONAL CONGRESS BULLETIN



NOVEMBER  
1940

PUBLISHED BY THE NATIONAL CONGRESS OF  
PARENTS AND TEACHERS, CHICAGO, ILLINOIS

PLEASE PASS ON TO

*Dear Local President:*



During this three-year administration we are emphasizing the theme "The Child in His Community" and the necessity of developing a working democracy in each of our communities. In planning our programs we can, therefore, center attention on the one, two, or three things which, in our separate localities, will best lead to more democratic practice in solving our needs.

Just now school leaders are diligently searching to discover how best to use the school in promoting practical democracy. We can use our programs to help them succeed. When three out of four high-school students think democracy consists of privileges, of rights, of license to do what one pleases without any sense of corresponding responsibility, there is plenty for us in the P.T.A. to do. Perhaps, indeed, this attitude gets its start in our homes.

There are many things to do in the interest of child welfare. Whatever choice we make among these many things should, it seems to me, define for us what we should have in our public programs — whether meetings, study groups, or other educational devices. It is better to choose one or two, or at most, three things which need to be done, and then carry them through to a successful finish. In this way we get the feeling of accomplishment, "find our wings." Every P.T.A. program should be one more step in moving toward the accomplishment of whatever has been set as a goal.

Working together is surely the only sensible way to accomplish country-wide objectives in behalf of child welfare. We are strong in proportion to our togetherness. We are weak in proportion to our aloneness. And every added member increases our strength.

*J. M. Anderson*, Second Vice-President  
National Congress of Parents and Teachers

## SCHOOLS AND NATIONAL DEFENSE

A NATION-WIDE plan to mobilize educational resources for national defense is being put into action in communities throughout the nation, by the National Coordinating Committee on Education and Defense. This committee, made up of representatives of fifty-five national educational organizations, has been established under the auspices of the National Education Association and the American Council on Education. The National Congress of Parents and Teachers is the only lay organization represented on the committee. The general activities of the Committee are classified under these heads:

1. Immediate and continuous representation of organized education for effective cooperation with the National Defense Council, the Federal Security Agency, and other governmental departments and agencies.
2. The stimulation and coordination of the efforts of educational organizations and institutions in projects related to the national defense.
3. Dissemination of information regarding defense developments to educational organizations and institutions.
4. Maintenance and improvement of educational opportunities essential in a long-range national program.

## ANNUAL RED CROSS ROLL CALL

*November 11-30*

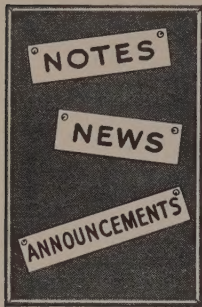
IN urging parents and teachers to give consideration to joining the American Red Cross during its Annual Roll Call, which this year takes place between the dates of November 11 and 30, attention is called to the important part the Red Cross plays in American school life through the Junior Red Cross.

The Junior Red Cross is not an affiliate of the American Red Cross but a division of membership. It is the American Red Cross in the schools. It embraces all vital Red Cross programs such as First Aid and Lifesaving, Home Hygiene, Home and Farm Accident Prevention, Nursing, Civilian Relief, Disaster Relief. It is supported mainly by funds from the senior society; its purpose is to inculcate Red Cross ideals on the minds of school children.

This, as almost everyone knows, is accomplished in a number of different ways. The Junior Red Cross school child may participate in all Red Cross chapter programs through his school. He corresponds and exchanges educational material with other Junior Red Cross members in foreign countries. He learns home hygiene, accident prevention, first aid and lifesaving, and is taught to assume responsibility as a citizen of the community. His natural impulses are directed toward kindness, cooperation, and civic endeavor, and his social outlook is broadened to include the whole world rather than just the neighborhood in which he lives.

Were there no other reason for joining the Red Cross at Roll Call the worth-while activities of the Junior Red Cross would provide ample justification for parents and teachers everywhere combining to support this great humanitarian enterprise.





# THE P.T.A. BULLETIN BOARD

## "Education for the Common Defense"

Mrs. William Kletzer, National President

### NATIONAL CONGRESS REPRESENTATION

National conventions and conferences at which the N.C.P.T. will have representation in the near future are:

National Recreation Association, by Mrs. S. C. Cox and J. W. Faust.

National Safety Congress, by Mrs. Fred M. Raymond, Mrs. William A. Hastings, and Marian Telford.

American Public Health Association, by Dr. Lillian R. Smith.

American Dietetics Association, New York Herald-Tribune Forum, and American Vocational Association, by Mrs. William Kletzer.

### DEFENSE PAMPHLET

**E**DUKATION and the Defense of American Democracy, a new document of the Educational Policies Commission, outlines a policy of vigorous action for schools in defending the national security. P.T.A.'s may well cooperate with schools in carrying out such concrete suggestions as these: "Every secondary school and college can become a citizens' study center. . . . Teaching personnel can be organized, use of buildings scheduled and library services arranged to provide leadership, places of meeting, and study materials for adult and youth groups. Services of libraries, churches, radio stations, and many other agencies can be enlisted to cooperate in every community."

Copies of the pamphlet may be obtained from the Educational Policies Commission, 1201 16th Street, N. W., Washington, D. C.

### PROPAGANDA ANALYSIS

Propaganda Analysis is the title of a new Personal Growth leaflet by Dr. Clyde Miller, Executive Secretary of the Institute for Propaganda Analysis, published by the National Education Association.

1940 AMERICAN EDUCATION  
WEEK: NOVEMBER 10-16

**T**HE events of the past months have brought to parents and teachers in an extremely vivid manner the significance of the theme chosen for the twentieth annual observance of American Education Week: "Education for the common defense." Since the only social group which has withstood virtually all disintegrating forces is the family, parents and teachers look here to find the first line of defense. A system of education which recognizes this precious social heritage as the main-spring of our society goes a long way toward safeguarding not only the threshold but the stronghold of American democracy. Such education throws a defending wall around the very place where human resources are developed, individual liberties are perpetuated, and spiritual life is enriched.

Our second line of defense in America lies in our public schools. It need scarcely be pointed out that this institution guards the American way of life and makes it real for our children and youth. Self-realization, human relationships, economic efficiency, civic responsibility — we have only begun to realize the distinctive value of these purposes and to translate them into

the language of individual and group activities. These purposes are armaments, and these armaments are the congenial companions of peace.

Our third line of defense consists in an adequately developed community consciousness. It is to the community that we should learn to look more and more as the guardian of our common welfare. Education must defend the great gains already made, in recognizing that every member of the community stands in a meaningful relationship to every other, that he shares a common life, common aspirations and struggles. From every point of view — political, economic, religious, and cultural — the community life for which education equips the coming generation should be and can be a creation of beauty, breeding understanding, tolerance, mutual interest, and fellowship.

It is our great hope and resolve that the democratic way of life shall always be the American way of life. For this we strive by defending at all times the institutions of enlightenment and peace — the home, the church, the school, and the community.

### CITIZENS IN ACTION — DEMOCRACY AT THE POLLS

**A**DULTS in the family should participate actively in the affairs of the government by voting and assuming civic responsibility when capable.

The impact of the present world strife has contributed to the emergence in our American people of a realization of the rights and privileges and their corresponding responsibilities that are a part of a democratic form of government. The knowledge that these rights and privileges can be attained and preserved only by intelligent participation in civic affairs has placed new emphasis on citizenship and the duties connected with it. A good citizen is one who possesses an understanding of the underlying principles of democracy, maintains constructive attitudes toward it, possesses and uses the skills which make him an active, intelligent member of society.

The parent-teacher association, through the status it maintains in the community, may instigate and cooperate in movements that emphasize good citizenship and make for its development.

Here are a few suggestions:

1. Coordinating councils which bring together the work of the various agencies in the community are a potential means of developing a wide program for citizenship. In places where such a council does not exist, the parent-teacher association may initiate a movement looking toward the establishment of one.
2. Adult forums, wherein specific problems of civic responsibility are discussed, provide an example of a democratic means of discussion.
3. Cooperation with the agencies that sponsor "Boys' State" and "Girls' State" is an example of good citizenship.
4. The inauguration in each community of the "Induction into Citizenship" movement is an excellent project which is gaining momentum in a number of states.



# PARENT-TEACHER ACTIVITIES

FOR *Promoting Democracy* . . . BULLETIN No. 4

## EQUALITY

THE average American believes in this essential "equality" to any other individual. "I'm as good as he is"; "If he can do it, I can too"; "My chances are as good as anybody else's"; "If I can do it, you can too" are a few general expressions that indicate his faith in his ability to match exploits or achievements. He recognizes the right of any person to develop his capacities to the fullest possible extent as long as he does not harm society in so doing and as long as he grants to every other person the same opportunity. He has long accepted equality as a general ideal, but, as is so often the case, his practice falls far short of his ideal. A brief review of the history of the concept of equality in America and its present practice may help us to see it more clearly.

THE first settlers came here to gain equality and personal freedom to a greater degree than they had in the countries from which they came. Nobility, ruling class, landed gentry, all the circumstances that operate to stratify society were simply out. Here a man might become a power in a community, but he started from scratch and he achieved success through his own efforts, not through the accident of birth into a particular family.

Furthermore, the physical struggle to gain a daily living induced equality. A man was deemed a man on the basis of his ability to use the implements necessary to his daily livelihood, an axe, a hoe, a rifle, etc. True, certain people might be stronger than others, or more wily, but generally the common denominator was man power, and every man had about the same stature by that measuring stick.

This personal equality ceased to exist after colonization was well under way. Some men gained positions of power and exploited them; other men obtained possession of rich and hospitable land from which they made personal fortunes. Still others settled upon rough and rugged soil from which they could barely gain a living, but when these individuals ran into insur-

mountable difficulties they could always move on over the mountains or go down the river to new opportunities in a new land. Always there was some place in which to seek equality.

So fundamental is this urge to equality, that it is the first principle set forth in the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal . . ."

There it is, plain enough and certainly without equivocation — a fundamental American idea so apparent to and so well understood by Jefferson and his co-workers that they placed it foremost in the list of propositions that seemed to them to be the very foundations of democratic government.

In spite of this clear statement of the principles of equality, various interpretations have arisen. Of these, two are set forth here.

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### INTERPRETATIONS OF EQUALITY

FIRST, the phrase is sometimes interpreted to mean equality in law — the right of all men to be judged by a tribunal which shall be impartial in nature and which shall apply equally to everyone. Probably this meaning has the greater popular acceptance.

But the mere statement of a social ideal of legal equality does not of itself insure that all are equal before the law. Whether we are or not will depend upon whether we as citizens are keen enough to perceive when that ideal is under attack, and whether we have the loyalty and character not to give our consent to such attacks. We must know that, ideally speaking, legal equality without equality of economic opportunity is mere mockery. As Daniel Webster said, "A general equality of condition is the true basis of popular government." We must know, too, that we cannot enjoy equality under the law if laws themselves are unequal. We must know also that equal laws will not insure equality if

they are administered by men who lack either the character or the ability to enforce the law in keeping with the ideal.

We can see that the seemingly simple ideal of equality before the law is difficult to maintain for all men in all places at all times. The history of American justice contains too many striking examples of failure to let us believe that even such an ideal can be maintained without constant vigilance and frequent resort to the ballot.

THE second and broader interpretation is philosophic and religious in nature. In the scheme of things, God is the Father of all. The brotherhood of man logically follows from the Fatherhood of God. This universal brotherhood places all men on the same footing regardless of color, creed, or position. It implies equality of family relationship; of co-equal individuals, each contributing to group living according to his ability and capacity.

THIS final conclusion is majestic in its simplicity; it is the basis of the statement that democracy is religious in nature. It means simply that every person possesses absolute equality in the final scheme of things. We recognize the general import in many ways in our daily life. One ballot weighs as much as another. Anyone may enter into a contract, provided that instrument is not against the interests of society. Anyone is free to come and go as he chooses, provided the laws set up by society to protect itself are not infringed upon. Anyone may own property if he comes by it in socially approved ways. Always society has the right to say what the individual may do, for group rights transcend the rights of the individual.

If human desires are to be reasonably fulfilled, if men are to reach full stature, if they are to be a functioning part of society — and democracy cannot long exist unless its members do function — then equality is of prime importance.



## HAS EVERYONE EQUALITY NOW?

THE stock answer is yes. The American people want so strongly to believe that everyone has equality, and have been told so often that it is an essential ingredient of democracy, that they often answer affirmatively.

Observation of the present social and economic scene, however, indicates that the true answer must be no.

Inequalities exist in such a simple essential of democracy as the right to vote, for a portion of American citizens are denied the privilege. The due processes of law are short-circuited for some groups. Many excuses are given for these facts, but every person who makes them is asserting that government of, by, and for the people cannot operate successfully for all. Dictators make the same assertion as a reason for the overthrow of democracy.

LACK of economic equality is clearly apparent. Education affords one illustration. Careful studies reveal great discrepancies in the kind and amount of education which some states or communities can afford as contrasted with other like areas. Measured in terms of actual learning, of length of school year, of dollars and cents spent for schools, equality of educational opportunity, so far as schools represent education, does not exist for all children. Generally speaking, we could find no cheaper insurance for the continuance of democracy than schools for all children equal to the best schools available now.

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## CAN THERE BE SOCIAL, POLITICAL, AND ECONOMIC EQUALITY?

IN a country with an abundance of natural wealth, the mechanical intelligence to produce far beyond present levels, and the economic means to make greater output possible, the answer is yes. That there should be want, misery, insecurity, unemployment, and dejected people in the midst of possible plenty is a paradox that democracy cannot solve too soon. The reason democracy must solve it is perfectly clear. When enough people doubt that democracy can remedy these inequalities, or enough believe that some other form of government can supply a better answer, then disintegration begins.

Under the best possible conditions, democracy is not a simple system of government. Its proper functioning depends upon the will of the majority, but a majority decision per se is no guarantee of rightness. It must be the will of the majority of thinking people who have studied the problems they are trying to solve. Hungry, insecure people usually cannot think straight, but they do think about a possible remedy for their present plight. If the solution can be found by the democratic process, well and good, but if it cannot, then it will be found by other means.

Democracy can be strong, but only to the extent that its people are strong, virile, and straight-thinking. As believers in democracy it behooves us to see that every American citizen is that kind of person. To do that we must see clearly the price we pay for inequalities and plan to remedy them as quickly as possible.

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## CONCLUSION

THE average American believes fundamentally in equality. It is part of his heritage. He holds the ideal even though he knows it is not in practice in all parts of the American scene.

If democracy is to operate evenly and effectively for all, the energy and intelligence of every American must be devoted to the task of making actually true "the self-evident truth that all men are created equal," both economically and socially. Until that is done, democracy is susceptible to change and disintegration from within.

## SUGGESTED ACTIVITIES

Juvenile delinquency, heavy relief loads, public health problems, unemployment, poor housing, inadequate schools, bad politics, in any community, are all symptoms of existing inequalities. No community can be socially, politically, and economically healthy if its people are not sturdy, upright, self-respecting citizens who understand and practice true democracy. No community can be a real training ground of democracy for young and old if glaring inequalities exist. No community can afford less than the best possible conditions for all its citizens, young and old. No community is so good now that it cannot be made better by the cooperative thinking and action of its citizens.

As a beginning, choose any aspect of your community living that is not

as good as it might be. Define the problem carefully, ask some earnest citizens to study it fully, then report to your group. The study method outlined at the end of Bulletin No. 3 tells you how to do this.

It is more than likely that the study will show inequalities responsible for part of the problem.

**As you study the situation try to answer these questions:**

1. Is equality of opportunity, politically, socially, and economically, a real foundation stone of democracy?
2. Can democracy be in the best of health if all people do not enjoy equal opportunity?
3. Can we afford to let democracy become weak?
4. Just which of my rights, responsibilities, and opportunities will disappear if democracy disappears?
5. From a purely selfish point of view, can I wisely allow any condition in my community or state or nation that will weaken democracy?
6. What are the conditions in my community that do not provide a favorable environment of democratic living?
7. What can I and the other citizens of my community do to make possible a better life for all of us?
8. If I allow conditions in my community unfavorable to democratic living to continue, what is the probable final outcome?
9. Am I ready and willing to pay the price of that outcome, or had I better do my utmost to see that democratic principles and practices are part of my community living?

## STUDY MATERIAL

*Democracy and Education in the Current Crisis*, Bureau of Publications, Teachers College, Columbia University, 525 West 120th Street, New York City.

Ten pages of very cogent material ending in "A Creed of Democracy." Addressed primarily to educators, the material can be used effectively by any adult group.

Single copies free — 100 copies \$1.80. *Democratic Education*. Report to membership, Progressive Education Association, New York City.

A clear statement of the part that individual committees and schools must play in the development of American life.



# 1940-1941 LEGISLATIVE PROGRAM

## *National Congress of Parents and Teachers*

THE active program consists of measures which have been approved by thirty (30) or more state boards of managers.

The number of state congresses which have approved each measure is indicated by the numbers in parentheses.

Other projects and measures will be placed on the active program when they have been approved by thirty (30) state boards of managers in accordance with the authorized procedure for national legislation.

### 1. MOTION PICTURES

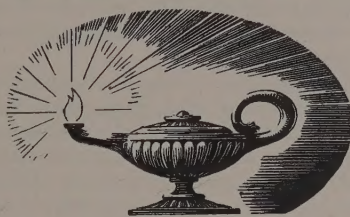
TO abolish compulsory block booking and blind selling (47)

Block booking is a practice whereby bona fide independent exhibitors are compelled to take blocks or groups of pictures, some good, some bad, in order to obtain any of them. Blind selling is the practice whereby exhibitors are forced to buy these blocks without knowing what they are going to be — often before they are planned.

The bill before the United States Congress to abolish compulsory block booking and blind selling (currently known as the Neely bill, S.280) permits voluntary block booking based on information regarding each picture selected; it prohibits only compulsory block booking. Accordingly, independent exhibitors support the bill; producer-controlled and big chain theaters oppose it since they now enjoy substantial economic advantages over their independent competitors.

### 2. ELECTION OF BOARD OF EDUCATION OF DISTRICT OF COLUMBIA (28)

THE election of school boards is the generally accepted recognition of the democratic principle that the child belongs to the family. The Board of Education of the District of Columbia is now appointed by the District Court of the United States for the District of Columbia, which in turn is appointed by the President of the United States and confirmed by the United States



Senate. Legislation affecting the District of Columbia schools and appropriations for their support is enacted by the Congress of the United States. Every voter in the United States, therefore, has more control over the schools of the District of Columbia than the parents and the taxpayers of the District.

### 3. ADEQUATE SUPPORT OF FEDERAL OFFICES

(a) U. S. Office of Education (including a division of Creative Arts and a Radio Division), Federal Security Agency (41)

Collects, publishes, and distributes educational statistics and information — 700,000 copies of such material distributed annually. Is the most authoritative source of such information on the national level. Makes surveys, conducts conferences, administers funds for vocational education, cooperates with War Department on educational program of CCC and with State Department to promote inter-American educational relations.

(b) Bureau of Home Economics, U. S. Department of Agriculture (39)

Conducts research activities in the fields of (1) Family Economics, (2) Foods and Nutrition, (3) Housing and Household Equipment, (4) Textiles and Clothing. Source of authoritative information for courses in home economics throughout the nation.

(c) Children's Bureau, U. S. Department of Labor (42)

Serves as a center of information about children and the best methods of family and community care of children. Conducts studies in these fields and distributes publications embodying results of studies — more than 2,000,000 distributed annually. Ad-

ministers provisions of Social Security Act dealing with maternity and child health, services for crippled children, and with other child-welfare matters; also administers child labor provisions of Fair Labor Standards Act of 1938. On request gives advisory service on care of children, including assistance in drafting legislation affecting children.

(d) Cooperative Extension Home Demonstration, U. S. Department of Agriculture (34)

Concerns itself with better living for rural people. This is an educational service based upon the principle of self-help, planned and carried out by rural people aided by the technical advice of a staff of trained specialists. Through county extension agents, these specialists deal with problems relating to home economics, such as nutrition, home management, clothing construction and renovation, food preservation, etc.

(e) U. S. Public Health Service, Federal Security Agency (35)

Heretofore only the Division of Rural Sanitation of the Public Health Service has been supported by the N.C.P.T. Since its activities with reference to venereal disease control, tuberculosis, cooperation in the states with maternal and child health work, etc. are of equal importance and interest, the Board of Managers of N.C.P.T. voted on September 21, 1940, to include the Bureau as a whole instead of just one division.

(f) Federal Food and Drug Administration, Federal Security Agency (44)

Its purpose according to the 1938 law is "to prohibit the movement in interstate commerce of adulterated and misbranded foods, drugs, devices and cosmetics." It enforces in addition to the Food, Drug and Cosmetic Act of 1938, the Import Milk Act, Filled Milk Act, Tea Act, and Caustic Poison Act. It is essentially a law enforcement agency, hence any crippling of its appropriations would lessen the protection of all consumers which these Acts were designed to afford.



#### 4. OPPOSE ADVERTISING OF INTOXICATING LIQUOR (40)

A BILL designed to prohibit such advertising by radio was reported favorably by the Senate Interstate Commerce Committee on April 28, 1939, and placed on the Senate Calendar. A double-barrelled filibuster, first by repeated roll calls to delay action, and second by adding the anti-lynching bill as an amendment, has prevented action by the present Congress.

#### 5. OPPOSE LEGALIZING A NATIONAL LOTTERY (35)

A BILL has been before the United States Congress for several years providing that the "Secretary of the Treasury with the approval of the President be authorized to conduct a lottery or lotteries to raise funds not exceeding \$1,000,000,000 in any one year to be covered into the Treasury as a miscellaneous receipt." The bill authorizes the Postmaster General on request of the Secretary of the Treasury to aid in the administration of the Act through the facilities of the Post Office Department. The bill is sponsored by such groups as Taxpayers Leagues, etc. Hearings were held in 1936 by the House Ways and Means Committee, but to date the bill has never been reported.

#### 6. CHILD LABOR

(a) Ratification by the states of the Child Labor Amendment (36)

The decision by the Supreme Court of the United States that (1) a state may rescind former action against ratification, and ratify, and (2) no time limit exists as to when states may ratify, leaves the question of ratification still open. Twenty-eight states have already ratified the amendment. Ratification by eight additional states will furnish the thirty-six required to make the amendment a part of the Constitution of the United States.

(b) Such Federal legislation as will give the necessary protection to child workers, with special emphasis on the establishment of (1) a basic minimum age of 16 for employment; (2) a higher minimum age for employment in hazardous occupations; and (3) minimum wage provision for minors. (25)

These provisions are a part of the Fair Labor Standards Act (Wage and Hour Law) but are retained temporarily on the N.C.P.T. Legislative Program until thoroughly tested out by the courts.

#### 7. FEDERAL AID FOR EDUCATION

(a) Federal funds to equalize educational opportunity among the several states, including provisions insuring (1) distribution on a basis of need, (2) maximum local and minimum Federal control, and (3) encouragement of maximum effort by states to equalize educational opportunity within their own boundaries. This includes funds for libraries and for education of handicapped children.

Equalization — the inequalities of ability of states to support public education, the wide range of taxation and assessment laws in the several states, and the dangers of Federal control have long been problems which this provision seeks to correct.

(b) To give aid in construction of school buildings after competent, approved surveys. (33)

*Buildings* — Many school buildings have already been constructed with the aid of Federal funds. Since the danger of Federal control is less than in the field of school administration, this program has met with general favor. The buildings constructed, unfortunately, have not always been planned as the result of competent surveys.

(c) To provide educational opportunities for children of Government employees on federally owned property. (28)

*Federal Reservations* — While not affecting a large percentage of school children, this has long been an acute problem as local taxpayers cannot legitimately be required to defray the expense of educating the children of Federal employees on near-by Federal reservations; and the lower-paid employees on these reservations cannot afford to pay tuition for the education of their children at private schools.

#### 8. VOCATIONAL EDUCATION

INCREASED control by State Departments of Education over vocational education to facilitate the integration of vocational education with general education. (19)

For many years the Federal government allocated funds for vocational education to the states on a matching basis. Administration of these funds was controlled by the Federal Board for Vocational Education, entirely separate from the United States Office of Education. About five years ago, the administration of vocational education was placed in the United States Office of Education. Studies made

about that time of the administration of vocational education in some of the states revealed that "factory foremen were being paid (with Federal funds) as 'teachers' in plant training projects and the 'students' were the workers in the factory. The factory plant was the 'school.'" Out of such abuses came the President's Advisory Committee on Federal Aid for Education and the recommendation that the administration of vocational education be placed with state departments of education.

The increased emphasis placed on vocational education and the increased funds provided as a result of national defense plans serve to focus attention on the importance of preserving the democratic pattern of state and local control of education, irrespective of whether the funds for its support be derived from state or Federal sources.

#### 9. EXTENSION OF MERIT SYSTEM FOR CIVIL EMPLOYEES, BOTH STATE AND NATIONAL (31)

MANY new Federal Acts providing for the allocation of Federal funds to states for social welfare purposes require that state employees who administer these funds must be "qualified." Unless this requirement is met by states, there is danger that Federal control of such services will be increased. The importance of qualified teachers is accepted. Is it not equally important that employees administering health, juvenile protection, and other child welfare services be qualified for their tasks? The alternatives are political patronage or increased Federal control.

#### 10. LOCAL CONTROL

IN all Federal Child Welfare Legislation; support inclusion of provisions which will insure maximum local control. (25)

Many Federal laws dealing with agriculture, social security, and interstate commerce include provisions regarding child labor or other child welfare provisions. Such provisions should be carefully scrutinized to see that the wording insures maximum local control, thus recognizing the principle that the child belongs to the family.

IN the National Congress of Parents and Teachers, 2,379,599 members in 28,000 P.T.A.'s are working together for children and youth.

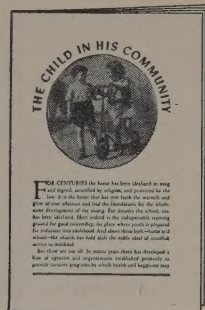


# THE CHILD IN HIS COMMUNITY

## *A Chance for Every Child*

"Cooperation in programs of social services for children under special disadvantages so that every child may have security and protection within his own home and opportunity for growth and development."

— FROM THE CHILD IN HIS COMMUNITY



COOPERATION with social agencies is a long-standing concern of parent-teacher groups. However, startling figures in connection with the recent registration of crippled children under the Social Security Act, and other similar data presented at the White House Conference on Children in a Democracy, indicate that there exist in all parts of the country a far greater number than we had suspected of children handicapped by various types of social, physical, and mental maladjustments in urgent need of discovery and treatment.

In the United States there are an estimated 365,000 crippled children in need of care; in addition, many thousands are suffering from conditions which, if neglected, may result in crippling.

At least 1 per cent of the 36 million children in the United States are mentally deficient to a degree calling for custodial care or training in institutions, or care and supervision in the family. A still larger number of retarded or subnormal children require special attention.

The number of blind or partially sighted and deaf or hard-of-hearing children who need some form of social service as well as special facilities for treatment and education cannot be estimated with any degree of accuracy, but we know they are legion.

### NEW GOALS IN SOCIAL WORK

The increased cooperation of citizens' groups such as parent-teacher organizations in bringing physically

and mentally handicapped children in touch with local and state institutions which can help them is one of the Conference's strong recommendations. Because of its unique opportunity to come in contact with every child and every home in the community, the parent-teacher group finds a particular challenge here.

The Conference also places new emphasis upon the discovery and treatment of emotional maladjustments, recommending provision for discovering, studying, and treating — within their own homes if possible — children whose handicaps are less tangible than physical or mental defects, arising from unhappy family relationships, or emotional or psychological disturbances.

Although this is an area in which figures are obviously impossible, some indication of the extent of maladjustment which leads to antisocial behavior is evidenced by the fact that approximately 185,000 children are dealt with each year as delinquents in the juvenile courts. While economic distress is often a motivating factor here, an immeasurable amount of good could be accomplished if children with behavior problems could be treated before they come in actual conflict with the law.

Of course, delinquency figures tell only a small part of the story of individual and family life warped from these causes which so tragically decrease national efficiency and the sum of human endeavor and happiness. This whole field is one in which parent-teacher groups as civic leaders have pioneered, and they are particularly equipped to inform public opinion as to the need of agencies to accomplish such work toward the stabilization of the individual and of family life.

### AMERICA'S HEIRS

To inform the public of the need for increased resources for the care of handicapped children — to do everything possible to search out such children in the local community, through the Summer Round-Up, school health examinations and other methods, and

to bring them in contact with the proper remedial agencies — in these ways parent-teacher groups may not only advance their own special goals in the midst of the great stream of work for human betterment, but they may render a patriotic service of the highest order. America's children — all of them — are America's heirs. "Thinking people are deeply concerned that the legacy of liberty shall not fall into hands weakened by poverty, disease, or physical or spiritual neglect." What we can do to strengthen these hands, we must.

### QUESTIONS FOR DISCUSSION

What provision is made in your community for the education of children who are (a) physically handicapped — crippled or having impaired sight or hearing, (b) mentally retarded?

What ways can you suggest in which your parent-teacher group might help bring to light handicapped children in need of social services? With what community social-service agencies, or other community groups, could you cooperate to these ends?

What local and state agencies or institutions (schools, hospitals, clinics, etc.) offer available help to the handicapped children of your community? How could treatment be arranged in individual cases, either direct or through an intermediary social service agency?

Is there a behavior clinic for children and their parents in your community?

What are your local and state provisions for the care of dependent children?

How does your community handle the problem of juvenile delinquency? Have you a juvenile court? A probation officer? Has he professional training for the position?

In what ways not already touched on do social services for children function in your community?

What can your parent-teacher group do to help make the public aware of the great need for child-welfare services on behalf of the specially handicapped?

### NATIONAL CONGRESS BULLETIN

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# PARENT-TEACHER PUBLICATIONS

OFFICIAL  
MAGAZINE  
OF THE  
NATIONAL  
CONGRESS OF  
PARENTS AND  
TEACHERS

## November Issue

THE November issue of the *National Parent-Teacher* illustrates clearly the sphere of parent-teacher interest in the complex world of our day. Here are some of the articles and features in this issue:

**Two Study Course Articles:** (1) "How Much Are We Worth?" of particular importance to those charged with the responsibility of educating American youth, and (2) "What Shall We Buy for Christmas?" which presents material helpful to parents and teachers of the preschool age child. This discussion contains a list of toys which will be especially useful to those eager to choose wisely their children's play materials. Toys for the development of strength and skill, constructive and creative play, social development, dramatic and imitative play, artistic development — all are taken into consideration. As for the citizenship study course article, "How Much Are We Worth?" — how many of you can give the nation's total income? What else besides the piling up of figures is required for the economic strength of our country? This article states in vivid and readable style the major problems involved in our nation's wealth, and states these in terms of human resources as well as material ones.

**P.T.A. Frontiers** — Four pages describing how parents and teachers have gradually introduced innovations, tested theories, and met challenges in their local communities. Out of this dynamic work grows the body of parent-teacher knowledge. It is the duty of every parent-teacher member

to avail himself of these experiences and build upon them.

**An Up-to-date Book List** — For parents of younger children and of older boys and girls. The list is recommended by the American Library Association.

**With Liberty and Justice for All** — An article based upon the most reliable civic education principles advanced today by educators concerned with teaching children and youth the ways of democracy.

**Children Preferred** — A discussion on housing, one of the four subjects selected for special study by the national Board of Managers at the September Board meeting.

OTHER provocative articles in this issue deal with health and recreation, the family's part in our national defense program, and the plight of young people in these unusual times. There is also an editorial commemorating Thanksgiving, and a short article which intimately expresses the thoughts of many who with true reverence in their hearts are preparing to give thanks this year at their Thanksgiving ritual.

THE November issue contains ideas worth possessing; they may be readily comprehended; and they are for your help and enjoyment — in your official magazine, the *National Parent-Teacher*, dressed this month in the mellow tones of autumn with a cover depicting children at play.

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### FROM OUR LOCAL PRESIDENTS . . .

Since this issue of the *National Congress Bulletin* is scheduled to reach you before American Education Week, we must go to press before the subscription total for October is available. However, we can report at this time a substantial gain in subscriptions. Each day more and more local presidents

are heard from, and you will be interested in what your fellow presidents are saying in reply to their national president's letter about the Magazine.

"In replying to your letter I wish to inform you with pleasure that we are making great strides in this work. At our last meeting our chairman received thirteen subscriptions . . . Best wishes to you, and may I assure you of our increased cooperation." — Mrs. J.H.B., Milwaukee, Wis.

"Replying to your letter may I say that we have appointed one of our members as chairman. She will take charge of all subscriptions. I assure you that I will do all within my power personally to promote the success of our *National Parent-Teacher* magazine." — Mrs. J.J.S., Maplewood, N. J.

"The members of our association are interested in promoting the *National Parent-Teacher*. Please send us three additional copies of the subscription receipt book." — Mrs. E.M.C., Skyland, N. C.

"Our new chairman is very enthusiastic about the Magazine. She has asked me to send for six receipt books as she has a committee of four members and they are all ready for an intensive campaign to solicit subscriptions." — Mrs. T.M., Hammond, La.

It would take more than all the pages in this *Bulletin* to quote from all the letters coming to Mrs. Kletzer. Each expresses the spirit of warm, friendly cooperation so characteristic of parent-teacher workers.

With this splendid start, can we not set as our goal for November a 100% response from our local associations? Where there is still no association subscription, due to heavy demands on the association budget, five or more members each contributing a nominal sum can easily obtain a year's subscription to their official magazine.

Let us make November count as never before in service to American childhood by promoting the circulation of the *National Parent-Teacher*.

## A 1940 Christmas Gift Suggestion

A YEAR'S SUBSCRIPTION TO  
NATIONAL PARENT-TEACHER

Attractive • Distinctive • Enduring